Musket

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Senior Lloyd Mumford runs out of the boy's locker room into the gymnasium where LHS held its first pep rally since 1982. See story on page 2. Photo by Andrea Fisher

Geiger Implements Zero-Based Budgeting

By Sara Dempster
and Sharon Glick

In order to "create a more credible budget," spend money in "the best place possible," and have all program managers "totally understand the budget," Superintendent of Schools Philip E. Geiger has implemented a process known as "zero-based budgeting (ZBB)" for the 1989-90 school year.

"Zero-based essentially means that nothing is sacred," said Geiger, "you start with zero...you justify everything."

In the past, the previous year's budget was used as a basis for developing the next year's budget, allowing for inflation and other variable factors. In contrast, ZBB involves building the budget "from scratch," according to Acting Associate Superintendent for Curriculum and Instruction Isa Zimmerman.

Geiger said, "It [the new budget] is formulated on need and purpose rather than formulas, or 'What you did before, you do again'...In the past, it didn't have any relationship to what you really wanted to do."

Program managers, people responsible for curriculum and teaching personnel in particular subject areas such as math or physical education, were required to develop "decision packages" in which they reviewed all aspects of their budgets, backed up every figure, and prioritized items within the packages. Previously, administrators tended to make such priority decisions, said Geiger.

"Partly the intention is to have people set the priorities who are most intimately knowledgeable with the program," he said. "It [creating the budget] is intended to be a more analytical, participatory activity [than before]."

"This is about as great a detail[ed budgeting method] as you can find," he added.

Acting Science Department Head Margaret Schwartz, also Lexington Education Association (LEA) President, referred to forming decision packages as "uncommonly tedious. In practice, it becomes awfully cumbersome." However, she said, "[ZBB] represents a certain cleanness."

> "There was clearly a perception that the budget process of the past was never truly acceptable to the town."
>
> —Superintendent Philip E. Geiger

After completing their decision packages, the program managers presented and defended their decision packages at "hearings" before a panel of 21 administrators including all principals, assistant principals, and certain members of the central office staff. The members of the panel then had the opportunity to critique the budget, comment, and pose questions about what was proposed and why.

"It was a great opportunity for me to go before a panel of people and let them pick my budget apart," said Coordinator of Physical Education and Athletics Ralph Lord. He was the first person to present his budget.

"[ZBB] is very time consuming [and] it's a lot of work," said Zimmerman.

According to Geiger, the budget hearings consumed about 40 or 50 hours over several weeks, from November 22 to around December 16.

"It [the meeting process] is a very good way for [the Superintendent] to learn all the intricacies of the system," said Schwartz. "It's not quick, and in terms of personnel time it's very expensive — tremendous amounts of time."

She said that the people involved "simply worked extra hours," but that it was "worth the time."

According to Geiger, he made the decision to go to ZBB himself, but became aware of the need to change the school system's budgeting methods when he met with parents, school personnel, and others last spring.

"There was clearly a perception that the budget process of the past was never truly acceptable to the town," he stated.

> "[ZBB] is not quick, and in terms of personnel time it's very expensive."
>
> —Acting Science Dpt. Head Margaret Schwartz

Geiger continued, "there had to be some way to justify to the people that what we were doing was correct and accurate. Otherwise, you wouldn't be able to fight for something because people wouldn't believe that you really looked at your budget carefully."

Schwartz said, "We have to present a budget [to Town Meeting] that does not give the impression of

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S.C. Approves Life Skills

By Eileen Anderson

The School Committee has approved a fairly detailed Life Skills course plan that could be implemented as a pilot program for Freshmen and/or Juniors next year at LHS.

Still being created and debated, the quarter-long, four-period-per-week, required course would cover social, psychological, and health issues such as drug abuse, depression, sexually transmitted diseases, and peer pressure.

The Life Skills program faces three obstacles: lack of time, faculty, and money. According to biology teacher and Life Skills Steering Committee member Al Fruscione, getting the details worked out for next fall is "like trying to change a tire on a car that's already moving 50 miles an hour."

Fellow committee member Clare O'Leary, a senior who also serves as Student School Committee Representative, agreed. She said that she has "little faith that there's going to be a really good program in" by the 1989-90 school year.

Although the general topics to be covered have been chosen, curriculum specifics have not yet been planned, and there is still the question of whether Life Skills will be part of the Physical Education Department or an entity in itself.

Teachers still need to be chosen. Fruscione said, "There are people who are interested in teaching it. There are people...in the school system who I think are qualified to teach it. The problem is, they're already fully employed in other departments."

He said that even with some shuffling of teacher duties, sooner or later, an additional staff member will probably have to be hired. This matter brings up budgetary concerns.

According to Acting Associate Superintendent for Curriculum and Instruction Isa Zimmerman the Life Skills course will be more costly than the existing health program, but the program is also designed to "do more."

Superintendent Philip E. Geiger plans to raise funds from local industries, at least for the program's initial costs.

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Construction To End Soon

By Michael Sonnenschein

All construction at the High School should be completed in January 1989, according to Acting Assistant Superintendent for Business Affairs James MacInnes. Town Contractor Manny Cossia said the renovations at the High School have been slowed by delays in the shipment of materials and worker absenteeism. For instance, as of early December, doors for the auditorium that were ordered before construction began had not yet arrived.

Additionally, because of the "nature of the economy," Cossia said workers have an abundance of contracts and contractors to choose from and there have been some problems with "people not showing up for work."

However, he said he believes that overall the contractors are doing a "very good" job.

While the renovations are "not on the legal schedule," Cossia said that the school community should be "more than satisfied" with the performance of the contractors involved.

For several weeks, the main hallway of the High School was blocked off to students and faculty, causing bottleneck traffic jams on the staircases and upper floor of the Main Building.

"Everywhere I go, there's [construction] in my way," said junior Jason Yanowitz, "I can't always get to class on time."

"I don't like inhaling...dust while I'm trying to make phone calls," said freshman Mike Antonucci.

"I wish they had completed more of it over the summer or on the weekends," said sophomore Tim Weaver.

Acting Assistant Principal of Business Affairs Anthony Capezza said that the construction is a source of "inconvenience and irritation" for the teachers. "[The teachers] are reconciled [with the construction] but are not happy with it," he said. "There was an expectation that the job would be finished sooner."

According to a Town Selectmen's meeting agenda dated March 16, 1987, the construction was originally planned to be completed in "the summer of 1988."

The work in the auditorium could be finished by January 1st, said Cossia. What remains to be done are mostly "punchlist items."

This sign reflects the past state of the recently reopened Main Hall. Construction at the High School is expected to be finished by the end of January. Photo by Andrea Fisher

Senate Passes Parking Lot Bill

By Jared Entin

In response to Principal Michael G. Waring's veto of its original Parking Lot Bill, the Student/ Faculty Senate recently voted for a revised edition of the bill, which in turn was resubmitted to Waring. Upon receiving the revised bill, Waring gave it his approval.

Waring said, at a recent Senate meeting, that the original bill was unconstitutional because the Senate does not have the jurisdiction to issue fines.

Instead, in resubmitting the bill to Waring, the Senate voted to make provisions in the bill that said that the town of Lexington will be responsible for people who park in the wrong place.

After a notice is given to the accused, if he/she parks in an incorrect space again, he/she will be fined by the town. This amendment, following suggestions Waring made in announcing his veto, was voted for on December 7.

At the meeting in which the bill was reworked, Waring said, "As soon as I get the final version, I will sign the bill."

The bill also states that the Administrative Team at the High School will be responsible for designating the number of stickers to be sold to seniors and how many will be saved for underclassmen.

In addition, the bill sets aside five parking stickers which will not be for sale but instead will be held for students who are in need of a space because of medical or other worthy reasons.

Previously, after a month of discussion, the Senate had voted to pass the Parking Lot Bill presented by teacher William Meade, which took the place of the initial bill submitted with the approval of the School Climate Committee.

Senate Policy Committee Chairperson Michelle Sheehy
***Musket* File Photo**

Discussed by the Senate, although not included in the bill, was a proposition to number each parking space and to sell each student one particular parking space. This proposal raised dissent among the teachers in the Senate because they saw no safeguards from keeping the teachers' parking lot from getting numbered.

Many teachers felt that this numbering would result in teachers' receiving parking spaces on the opposite side of the campus from where they teach.

In addition, many senators felt that too many spaces would remain unused during a large part of the school week. Senators also voiced concern that if someone else parked in a student's spot the process for getting this person removed from the spot would be too time consuming.

Last year, a parking lot bill was defeated by the Senate on April 20. The Policy Committee then submitted a composite parking lot bill on April 27, 1988. This fall, the School Climate Committee again submitted a bill to the senate floor similar to last year's composite bill by the Policy Committee.

The Senate has also passed a bill which provides for the re-creation of the Board of Appeals. The bill says that the board will consist of seven members: one student from each class and three faculty members.

Senate Assistant Moderator George Mechem
***Musket* File Photo**

Elections to these positions will be held in the spring along with elections to other positions. Senator Michelle Sheehy, Chairperson of the Policy Committee which submitted the bill, said, "I'm pleased that the bill was passed, but I still think that it needs more work."

The bill was passed in accordance with Article XIII of the High School Constitution. There has been no Board of Appeals since the Constitution came into effect in September, 1987.

The Senate met Wednesday, December 14, 1988, for a special session from 9:30 to 11:00 in hopes of getting through many of the bills not yet discussed. Because a quorum was not present, those who were at the December 14 meeting voted to enter a *committee of the whole*. This process restricted the Senate to discussing rather than voting on items.

Assistant Moderator George Mechem, English teacher, said "I'm very pleased to have the 90 minute meeting on December 14. I think since the discussion of the Parking Lot Bill, the Senate has been acting responsibly. If before the holiday vacation action has been taken on the time sensitive bills, it will have been a great September-to-December session."

The bill currently being discussed by the Senate is one that would open up the area in front of the Main Building for student usage.

Football Rally "Peps" up LHS

By Annika Hipple

Wednesday, November 23, saw the return of the pep rally to Lexington High School. The rally, which was held during H-Block in the gym, was the first one at LHS since 1982.

According to Acting Assistant Principal for Student Activities Larry Robinson, the pep rally was a joint effort, organized by all four Class Councils. The rally was mandatory for freshmen and sophomores to attend, but because of spacing problems, attendance was voluntary for juniors and seniors.

After an opening message from Robinson, the pep rally commenced with a speech by Senior Class President Mark Suffredini. Then followed a demonstration by cheerleaders and flag troop.

As the cheerleaders left the center of the gym, Assistant Football Coach Tony Porter took the microphone. After a speech about the football team's record, which placed the Minutemen in a tie for first place in the Middlesex League, Porter introduced the varsity football team, who jogged out of the locker room amidst the cheers of the crowd.

> "It was a bit unfair that they only talked about the football team."
>
> —junior Charlotte Woodbridge

After a speech from Suffredini and football player Tony Davis, Lloyd Mumford took the microphone. The gym quieted down as Mumford announced his decision to attend Villanova University. Mumford then said, "This is the last [football] game I'll ever play (unless I play intramurals in college, but I doubt it) so it means a lot to me, and to the other seniors."

After the football players were introduced, the cheerleaders once again took the floor, to perform a dance. The pep rally ended with the "competition yell," when the band played the Lexington fight song and each class, in turn, attempted to scream "LHS!" the loudest. The seniors were the winners.

According to Superintendent of Schools Philip E. Geiger, the purpose of the pep rally was to "establish school spirit, which seems to be lacking at Lexington High School." Geiger felt that the pep rally should be mandatory because "it's part of the school activity."

However, Geiger said, "Pep rallies don't make school spirit, they help you get kids together and express some kind of sentiment towards the teams."

When it was pointed out that the rally was for the football team only and that there are other teams also, Geiger said, "We should have pep rallies for those teams too. But I think the intention is to create some sort of spirit."

Feelings about the pep rally seemed mixed. A senior who requested anonymity said, "I think the pep rallies will get better with experience and more planning."

Charlotte Woodbridge, an LHS sophomore, said, "I thought it was a bit unfair that they only talked about the football team. There are other important sports too."

Meredith Culhane, also a sophomore, said , "It [the pep rally] was fine. It was kind of fun, actually."

Freshman Colby Wilson said, "I didn't really like it. No one really got very involved in it."

A junior who preferred to be anonymous said, "I thought it was a waste of valuable time. It didn't do much to promote school spirit, and a lot of students just don't care about the football team."

Another anonymous junior said he didn't go to the pep rally because, "I wasn't interested in watching a bunch of football players and cheerleaders run around the gym."

News Briefs

1st Cabaret International Held at LHS

The Foreign Language Clubs held Lexington High School's first Cabaret International on December 9, in the J-House cafeteria.

Senior Sarah Wildasin, President of the French Club, said that there was "a pretty good turn-out" for the event and that "all in all it [the Cabaret] was relatively successful, considering this was the first time." She added that the process of organizing the Cabaret "still needs some smoothing out," but she said that she expects it to continue annually in the future.

For an admission fee of three dollars, those who attended the Cabaret were served a variety of drinks and desserts, while vocal and instrumental groups provided entertainment. Groups that performed included Madrigals, The Advanced Jazz Combo, The Bobby Socks, and a string quartet. In addition, LHS students performed skits and songs in foreign languages. The Cabaret also featured an Oriental Ribbon Dance.

According to Wildasin, it was necessary to use the Cabaret as a replacement for the French Club Dinner because "nobody has as much time and energy as Raphael Jenanyan." Jenanyan, former faculty advisor to the French Club, retired last year.

Seniors Run Ski Sale

On Saturday, December 10, the Senior Class Council hosted the annual Lexington High School Ski Sale in the school gymnasium.

According to Senior Class Treasurer Caryn Suffredini, the sale was "very successful," bringing in "over $4,500" for the class of 1989.

Previously, the High School Ski Club ran the event and used the profit to fund their winter ski trips. However, the club was disbanded after an alcohol-related incident occurred last year.

Angela Lin displays some flair in the Oriental Ribbon Dance at the International Cabaret
***Musket* File Photo**

After receiving many requests from the community this fall to continue to hold the ski sale, senior Chris Spence and Senior Class Vice-president Gregg Suffredini took on the organization of it themselves.

Each year, the sale allows residents of Lexington to sell or buy new or used ski equipment and accessories. Afterwards, the donors receive 80% of the sold price while the sponsor keeps the remaining 20%.

People brought in used items from 8 am to 11 am, the selling occurred from 12 pm to 3 pm, and the donors picked up their percentage and any unsold equipment from 4 pm to 5 pm.

120 Seniors Inducted to N.H.S.

On Thursday, December 8, 120 Lexington High School seniors were inducted into the National Honor Society at a ceremony in the Science Lecture Hall.

After opening remarks by Principal Michael G. Waring and brief greetings from Superintendent Dr. Philip E. Geiger, LHS social studies teacher George McCormack made the keynote address to the inductees and their parents. In his speech, McCormack quoted John F. Kennedy's, "Ask not what your country can do for you; ask what you can do for your country."

Then followed the candle lighting ceremony in which seniors Rachna Dang, Miriam Friedlander, Alicia Wang, and Dan Fruciano each lit one candle representing scholarship, service, leadership, and character.

Next came the recitation of the N.H.S. membership pledge, led by Acting Assistant Principal of Special Services Jennifer Huntington, and the awarding of certificates to the new members. The event concluded with a reception in the hallway outside the lecture hall.

N.H.S. members, all maintaining at least a 3.4 grade point average, are required to complete ten hours of school or community service per quarter. Members are all in the senior class. In the first quarter, students volunteered to work at the Pine Street Inn, at local soup kitchens, and at the LHS blood drive, participated in the Walk for Peace, helped individual teachers, and cleared trails in Lexington conservation land, among other service activities.

Dang and Friedlander are the student co-presidents of N.H.S. The LHS N.H.S. Committee includes faculty members Huntington, language teacher Sandra Macey, Debate Coach Les Phillips, math teacher Benjamin Levy, math teacher Sal Rahman, and Acting Assistant Principal of Student Affairs Larry Robinson.

School Plans Musical

The cast list for this year's high school musical production, "Once Upon a Mattress," was posted on Friday, December 2. The show, a comedy, is a musical version of the fairy tale, "The Princess and the Pea."

Seniors Wendy Frank and Rosalind Landman were chosen to play the princess, and senior Daniel Berger was single-cast as the prince who is looking for a bride.

The performances will take place on Friday, March 17 and Saturday, March 18.

Mrs. Sandi Peaslee, the music director for the production, said "Once Upon a Mattress" was a "perfect show" for the group of students involved because the "kind of characters" in the show are the kind of characters the students are, making it was a "good match."

In addition, the show contains a fair amount of dance, for which Peaslee said there are many "wonderful dancers," and there were roles for the many talented girls whom Peaslee said she and the stage director wanted to "show off."

Finally, Peaslee said she wanted to do a "light fantasy show" this year because for the past three years the productions have been "heavy shows:" "West Side Story," "Merrily We Roll Along," and "Fiddler On the Roof."

For over two years, senior Natalie Cohen has struggled with the disease leukemia. During this period, she has undergone much chemotherapy. Cohen said that she hopes to be pronounced cured in two more years.

Photo by Andrea Fisher

Winning the Battle Against Leukemia

By Andrea Fisher

She plays with her bracelet as she tries to explain what it is like to have leukemia. "The hardest part was the chemotherapy," she states.

On December 19, 1986, LHS senior Natalie Cohen was diagnosed as having acute undifferentiated leukemia, or cancer of the white blood cells. She was told that if she did not undergo chemotherapy, she would die in two months. Ever since, she has had an uphill battle with the dark cloud of cancer.

"Before the doctors even told me what I had, I knew it was serious," Natalie said. She had had severe bone pain for a couple of years before she was diagnosed. Doctors had told her that her pain was due to early arthritis, but after stomach pains, anemia, and exhaustion, she underwent further testing. "I saw the doctors talking to my parents, and I knew I was going to die," Natalie recalls. Later she realized that she had a chance with chemotherapy. But the chemotherapy was not a pleasant experience.

"I felt isolated a lot. People were afraid to be around me," she remembers. Natalie had to deal with her disease alone. Because of the treatment, she was not strong enough to stay in school, so she had little contact with kids her age. She was in and out of the hospital all during her sophomore and junior year.

Part of her treatment was radiation therapy. Natalie found that "a lot of people think radiation is some kind crazy thing where they zap you or something." She received radiation the same way one would receive an x-ray.

She was also on steroids as another form of chemotherapy. This had the worst side effects. "The steroids cut off circulation to my hip," she explained. Natalie used crutches in order to keep some of the pressure off of the hip, but had to transfer to a wheelchair when the steroids had the same affect upon her shoulder. The steroids also made her face bloat out, which, when combined with loss of hair from the chemotherapy, caused people to stare at her. "I couldn't believe it, people would just flat out stare, some wouldn't even try to look away." Natalie was only fifteen at the time and had to deal with being treated like a spectacle.

How has having leukemia affected Natalie? "I am a lot more confident now. I was forced to look deep inside of myself to come to a new understanding of what I am all about," she states.

Natalie is not yet done. She has three more weeks of chemotherapy, and then she has to wait two more years in order to be pronounced cured. But the worst is behind her. "If I can handle this, I can handle anything."

The Turbulent Seventies at LHS

By Jeff Geltman
and Anne Duncan

Drag races in the student parking lot. What one teacher called a "hippie intellectual" program named Education Without Walls. A black student walkout. A tough, leather-jacketed group called the "F Troop." An all-day session on the question of prejudice. Drug-related student deaths.

Fifteen years ago, all of the above were taking place at Lexington High School. By interviewing teachers and guidance counselors, we set out to determine the differences between the LHS students of the early seventies and the late eighties.

The general conclusion of those interviewed was that students of today are thinking about and acting for themselves much more than the students of the early seventies.

Students were "more giving, more cooperative, more sharing, less 'what's in it for me,'" noted Guidance Counselor Joy Gilbert. METCO Coordinator Cheryll Prescott said that the early seventies was "not a selfish time." She commented on the political and social activism by high school students during this period, citing as an example, students' demanding that black history courses be included in the curriculum.

> "People used to come to school in a serious drug state."
>
> —social studies teacher Elaine Engelberg

All of those interviewed insisted that the students of today are more grade conscious and less socially conscious than the students of fifteen years ago. Social studies teacher Elaine Engelberg said, "It was a really turbulent time. Some deep questions were being asked...Students were very anti-establishment, anti-military, anti-school." Today, she sees more of a "step towards grades."

Many of those teachers interviewed commented on the pressure placed on students by themselves and by their parents to get good grades, to get into a good college, and to make money. Spanish teacher Martha Perakis noted that "people are so busy with accomplishment that they seldom look up" at the world around them. "Fifteen years ago, students had imagination and dreams. Today's students haven't given themselves permission to let their spirit fly free."

She added that when she asks her students about their future plans, they either mention a mainstream profession or college education as a means to get a "good" job. Fifteen years ago, she had students telling her they wanted to be "silversmiths in Vermont. People used to do that then. [Students are] a lot more serious now."

The problem of students' being ordered to be adults was a common theme among those interviewed. "These kids want to be adults," stated English teacher George Mechem. "I believe a kid should be a kid." Mechem commented that students' being pressured in an academic environment may "wean out their spontaneity."

For whatever reasons — perhaps this loss of spontaneity, perhaps the move towards achievement — depression is considered more rampant on campus today than fifteen years ago. English teacher William Nichols said that he sees much more depression on campus today than in the early seventies. "Kids...internalize the pressure," he said. "There's a lot more worrying." Nichols added that fifteen years ago, students were reaching out more, whereas now they are turning inward.

"I still don't know why all of a sudden there is a pressure [on students]," Perakis said, "but there's absolutely more depression. A frightening amount of depression."

Social studies teacher Sam Kafrissen defined the current generation of students as more "psychologically unstable now. [There are] more suicide gestures," around the school in the present than in the past, he said.

Although the early seventies at LHS were characterized by a certain amount of rebelliousness, selflessness and spontaneity, the times were not Utopian. "You could smell marijuana in the hallways," said Engelberg.

> "Fifteen years ago, students had imagination and dreams. Today's students haven't given themselves permission to let their spirit fly free."
>
> —Spanish teacher Martha Perakis

"People used to come to school in a serious drug state. There was this 'freedom,' but there was an up side and a down side," one teacher said. Drug use caused student deaths.

The rebelliousness bred much foolish and dangerous behavior. The students were "so busy tearing things down," said Engelberg, that they were "irresponsible" about sex. In her eyes, the "Free Love Era" at the High School brought on disillusionment. Careless sexual activity spread sexual diseases and caused an increase in pregnancies.

The decrease in student rebelliousness in more recent times has produced what the people whom we interviewed termed student "responsibility" and "accountability." In 1971, said Nichols, he would get an "F-you." when he asked students to do things for him. Today, he said, "kids are better. The atmosphere around here is better." Mechem agreed, stating, "Kids are basically more responsible than back in that stretch from 1970 to 1975."

English teacher Paul Steele, who arrived at LHS in 1969, said that for the first few years he taught here, students were "shiftless and lazy." He saw a school full of students "not working." From the late seventies to today he has seen the students becoming more "conscientious" and "hard-working."

Although there is some disagreement on the changes that have occurred, those interviewed stressed that a definite change has taken place. The change in student focus seems to have turned from questioning authority and experimentation in the early seventies towards choosing a career and pursuing success in the late eighties.

Fifteen years ago, social studies teacher Ray Karras would find slogans like "Power to the People" scrawled on his chalkboard. Today, METCO coordinator Prescott said, the "pressures to excel and compete are leaving very little energy for community involvement and societal involvement" for LHS students.

Seniors Foresee Varied Futures

By Karen Mark

Among this year's seniors, post-graduation plans include things as varied as going to art school, joining the military, and working. Others plan to go to college or are as yet undecided. The reasons for their choices are equally diverse.

Some seniors intend to take time off and then attend college. Jeremy Marin said that he felt that he "would like to take a break before going to college" and that right before college is "the best time to travel." Therefore, he wants to spend the year in Israel.

Marya Hynes stated that she plans to study for a year in Spain because she "wants a chance to live somewhere [else] and learn things I can't experience here." Others of the class of 1989 purpose to work during their year off. One plans to take dancing; another intends to train for fencing.

Some seniors plan to attend two-year colleges or complete other kinds of schooling. Melanie Stephens wants to go to a fashion design school, while another senior will be attending a prep. school. Still another expressed desire to train to be a professional model.

According to a recent *Musket* poll, eighty-four percent of the 230 LHS seniors who responded plan to attend a four-year college or university upon graduating. Their reasons for doing so, however, differ greatly. Almost a quarter of those polled mentioned as reasons for attending college either their parents' or society's expectations.

Another eight percent roughly echoed one senior's statement: "I want to go to college because a college education is necessary to succeed in life."

Counselor Richard Conant found such reasons for attending college unfortunate. "People have to live an authentic life," he said, "which means going to college for the right reasons." These "right reasons," according to Conant, do not include pressure from parents or surroundings. He feels that, in order to be successful at college, a student "needs to be highly motivated" and to possess a certain "inquisitiveness."

> "People have to live an authentic life, which means [only] going to college for the right reasons."
>
> —Guidance Counselor Richard Conant

Conant commented that, although living in the suburbs gives some students more options because money is often less of a problem in considering future plans, in other ways students from towns such as Lexington have a "limited scope" because they feel that they must go immediately to college.

Conant felt that it can be "wonderfully rewarding" to work for a year or two, participate in a vista program, or follow an urge to become, for instance, a carpenter or a stone mason.

Seniors gave many reasons for wishing to attend college. Many primarily saw college as a path to a future career. Scott Bailey expressed an interest to go into international relations, Kristen Lieb, into communications, and Tanya Dunnicliff, into human services. Other seniors mentioned business, architecture, graphic design, and engineering as future career choices.

Desires for greater independence and broader horizons have prompted many seniors to choose to attend college after graduation. Karen Landry summed up her reasons for wishing to attend college by saying that at college, "You are not only learning about subjects, you are learning about life."

One of the several seniors who plans to take a year off before going to college, Jeremy Marin stated that he feels the year before college is "the best time to travel."

Photo by Andrea Fisher

No Appeal Urged

In this "Year of Accountability," the School Committee must also be held accountable for its actions and decisions. The School Committee must now realize that with Middlesex District Court Judge Hillel Zobel's reinstatement of Principal Michael G. Waring comes the unpleasant reality of defeat. Individual committee members should pay heed to the public which elected them and the community which they serve. Parents, teachers, students, and now additional citizens have urged that the School Committee not pursue an appeal of Zobel's decision. It is time for the School Committee to deal with future concerns instead of focusing on past losses.

Much needs to be accomplished for the future of Lexington High School. Rather than spending its time and effort continuing with an appeal, the School Committee should work on more constructive and worthwhile areas. In addition to holding showy but vacuous pep rallies, things of substance, such as the implementation of a Life Skills program, should also be accomplished.

As the recent NEASC visiting team noted, the High School faculty, although performing exceptionally well considering the circumstances, has found it difficult to teach in such an unstable environment. Yes, Waring has returned, but as long as the chance of a School Committee appeal persists, his ability to mitigate the situation is severely restricted. The current unrest at the High School will only erupt into chaos if the School Committee decides to pursue a face-saving appeal.

What would happen if the School Committee won its appeal? As Waring's lawyer Roderik MacLeish said in *Musket* 's last issue, this occurrence "would be even more cataclysmic" than Waring's September return. If it were the School Committee's goal to cause great upheaval, it could hardly adopt a more effective policy. Another reshuffling of principals, acting assistant principals, acting associate principals, and acting assistant superintendents would only salt the High School's festering wounds.

To gain respect and soothe past sores, the School Committee must drop pursuance of an appeal of Waring's court-ordered reinstatement, thereby admitting that its attempt to rid the High School of Waring has failed. It must commit itself to a program designed to improve the students' education; it must look with an eye to the future, leaving the clenched fist in the past. The School Committee must hold itself accountable for its past actions, but embrace the promise of the future.

Such unsigned editorials express the general opinions of the entire Musket *editorial board.*

why you should have stayed home
Excuse me, young lady, leaving your mom in the library means you are not working! Now get out some work or get out!

Letters to the Editor

Replace Explains Confidentiality Policy

To the Editor:

We think it is important for people to know that, in nearly all instances, RePlace provides complete confidentiality. Only in "immediately life threatening" circumstances, where we have a responsibility to protect both kids *and* adults, will we consider breaking this confidence. The following is our official "Client Rights and Confidentiality Statement."

1. All counseling is *confidential.* Anything you say to your counselor in a family, group or individual meeting is private. No one, outside the RePlace staff, will be informed of anything you say to your counselor unless you give us permission. The *only exception* to to this rule is in those situations which are *immediately life threatening*, e.g. suicide attempts, homicidal intentions, and medical emergencies. In these situations we will discuss with you, if at all possible, our responsibility to contact the appropriate people *before* we take action.

2. The laws of Massachusetts require that the RePlace staff file with the state on any case of reported *neglect, physical or sexual abuse* which causes or creates a substantial risk of death or physical or emotional trauma to a child under 18 years of age.

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—RePlace, Inc.

Kristallnacht Must Never Be Forgotten

To the Editor and High School Community:

As we learn about the persecution of the Jews on this fiftieth anniversary of Kristallnacht, students at Lexington High School feel removed and safe. The nightmare of World War II was over long before our lives began, and friction between gentiles and Jews here is almost nonexistent.

Yet I can vividly remember when I was nine years old, running into my house and slamming the door behind me. Outside were three twelve-year-old bullies of the neighborhood, shouting "Dirty Jew" over and over again.

My mother asked me why I had come inside, and I replied, with eyes lowered, that I was hungry. My shame was so great that I could not tell her the truth. I, a shy nine-year-old, did not stand outside and shout back at the boys. I felt like my heritage was betrayed as I ran away.

Of course, my experience is nothing compared to the horror that the Jews of Europe went through. But by learning about the cruelty of the Holocaust we can make sure that these small incidents of today do not grow any larger.

The breaking glass of Kristallnacht is still echoing in our ears. We must shout back.

—Annette Ezekiel

Library's Strict Silence Counterproductive

To the Editor:

On behalf of my study partners and myself, I would like to bring to the attention of *Musket* the fact that we are not able to use the Student Library.

I feel safe to assume that the Library is there for student use. Not just as a resource for information, but as a place for studying. Unfortunately, studying includes conferring with students in your classes, checking on assignments, and reviewing notes with kids who know the subject well.

I am unable to do any of this. The library aide who patrols the main part of the library does not treat us appropriately. She stands next to students and actually seems to be reading their work. Students are told to be quiet when they are whispering. If the library should be 100% silent, why then are there study carrels?

I came in one day and sat down. I said hello to my friends, and before I even took my jacket off, I was asked why I had no books out. When I told her that I was not studying yet, she told me I had to have a book out. I took one out, but she did not stop at that. I had raspberry preserve that a friend had just brought me from Montreal. The woman demanded to know why it was in front of me. "I am not going to eat it," I told her. She didn't care. She stood there looking as if she were about to say something more, but she didn't. She just stood there. I asked my friend about an assignment, and she was right there again. The entire block she was breathing down our necks, seeing and hearing everything.

I realize the library should be quiet. Not deadly silent, but quiet. I also realize that some students are hard to handle. Not all, but some. Being a library aide is a difficult job, but harassing students is not part of that job. I assume I am a reasonably well-behaved student, but when I walk through the library door, I am treated like a criminal. There are several good librarians working there, but unfortunately, they aren't the ones "patrolling" the students. Once in a while the woman working at the front desk will ask students to lower their voices. Those students do, because they know that she is reasonable. I usually look forward to going to the library, knowing that people are there to help me if I need it, but lately I've been reluctant. I don't like to feel like a criminal.

—Andrea Fisher

Pledge: Allegiance to Country or God?

To the Editor:

The U.S. Constitution states "Congress shall make no law respecting an establishment of religion..." Most of us students at L.H.S. have been told, while in our primary grades, that we ought to recite the Pledge of Allegiance every school day. That, in effect, is brainwashing some students into saying that the United States is "...one nation, under God...," when in actuality a part of the population believes in no supreme being.

We see and hear the word "God" on money, at presidential inaugurations, and in swearing witnesses in to testify at a trial. Sometimes I stop and wonder if the Bible or the Constitution rules our government. Maybe we should leave God to be mentioned in houses of worship instead of schools.

The next time the Pledge of Allegiance comes over the loudspeaker, think about the government we pledge to. Mr. Bush, the man who will be at the head of the government, has promised to bring religious and moral values into our schools. He has also repeatedly turned down laws prohibiting discrimination on the basis of sex, religious beliefs, and sexual orientation.

Before you stand, think again.

—Eric D. Goss

Woes of the Senior Portrait

Something needs to be said about the "senior picture" industry: it's a racket. Senior X pays ten dollars up front to have his picture taken eight times. Three to four weeks later, the proofs arrive in the mail. Senior X sorts through them, picks out the one he likes best, and opens the pamphlet describing the various photo packages available. He gasps in shock, rubs his eyes, and looks again at the prices: the lowest-priced package, the "Scholar," costs $42.95, and the range extends from there to $125.95 for the "Senior Spectacular."

Wait a second, says Senior X, all I want is a bunch of wallet-sized photos to trade with my friends. His eyes fly down the page to the bottom, where it reads, "18 Wallets — $15.00" A-ha, he says, that's more like it. Then he sees "ADDITIONAL PORTRAITS available only with package #1 thru #7 purchase." Senior X does some quick mental arithmetic and figures out that the cheapest package, which contains two 5"x7" and four 3"x5" photos, plus the wallet-size photos, which are what he really wants, comes to $57.95. Maybe I can just keep the set of proofs they sent me, thinks Senior X. He reads, "The proofs are the property of NEW ENGLAND SCHOOL PORTRAITS and must be returned to us. All proofs must be returned when placing an order...N.E.S.P. will withold from yearbook publication the photos of the students who fail to return the complete set of proofs."

Oh. Senior X wanders into the room of his little sister, Freshman Y, to borrow money. She laughs at him when he tells her of his plight and informs him that the most expensive package available to underclassmen costs $17.95. It includes 18 wallet size, two 3 1/2"x5", two 5"x7", and one 8"x10" photo. Senior X is confused. Why does the same number of pictures cost so much more for him? He skims through his leaflet. "All Portrait Packages include negative retouching," it tells him. He checks his sister's leaflet. "Retouching not included in these package prices." A-ha. He reads on. "If you wish retouching, add $3.00 to the above prices." Hmmm.

What is wrong with this scenario? In order to get 24 photos, Senior X must fork over $57.95 plus shipping and handling plus tax, which comes to over $60.00. In order to get 23 photos, Freshman Y pays $17.95 plus, presumably, shipping and handling plus tax, which comes to around $20.00. Why do these "Senior Portraits" cost at least three times as much as regular school pictures? True, the photographer did have to take eight proofs instead of one or two, so some of the extra money must go into paying him for his extra time and film. True, retouching is included in the senior package — all three dollars' worth. But this can't account for Senior X's extra $40 to receive one extra picture. Let's also not forget about that $10 up front for the proofs.

Why on earth, wonder poor Senior X, can't I just get those eighteen wallet size photos for $15.00? At least I now know what field to enter after college: high school photography!

—Anne Duncan

Musket

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Geiger Headed in Wrong Direction

If we were to create the ideal executive leader, he would not possess certain negative characteristics. He would not be overly concerned with public image nor would he make decisions based on the input of only a limited segment of his constituency. He would not exaggerate the support behind his policies, disregarding many members of his community who had serious complaints.

Do these characteristics sound familiar? They should. These traits are personified in our new Superintendent, Dr. Philip E. Geiger.

Philip E. Geiger. The man who, remarkably soon after their implementation, declared what a "positive environment" the new rules had created at the High School; a man who claimed, after a full quarter of the school year, that it was still "too early" to say how Dr. Waring was doing as principal.

This little inconsistency of Dr. Geiger's seems to be rather self-serving. Delaying an opinion of Waring certainly is the safest thing to do until a decision has been reached on a possible appeal of Judge Zobel's reinstatement of the principal. But Dr. Geiger said he was not giving an opinion because it was "too early." Furthermore, he presented as fact the positive effects he hoped the rule changes at the High School would produce. To do this as early as he did, surpasses the limits of optimism.

Public image undoubtedly is important to a school system. However, after comparing the amount of effort that has been invested into boosting "morale" and improving the school's image to the relative educational importance of such activities, one may begin to question whether the past months have been as successful as the Superintendent suggests. In addition to many superficial but harmless innovations such as a high school pep rally, custodian uniforms, and suggestions to teachers to display their diplomas in their classrooms, Geiger has introduced other "morale-raising" policies which seem excessive.

He has strongly recommended to some faculty that they attend certain school sports events. Messages were sent through the computer mail to some of the faculty members and administrators, naming the faculty who did attend and urging that those who had been absent go to future games. Geiger had also proposed that each high school teacher be armed with personalized business cards. Should these types of public image buildup be so high a priority? As the recent NEASC committee pointed out, there are other areas within the school which would benefit from more attention.

> It is a bit beyond belief that Geiger supposes that he speaks for the majority of the students.

Another subject to consider is the new drug policy. The way Dr. Geiger has dealt with it reminds one more of a dogmatic politician than of a school official considering his community. Ignoring the multitude of counselors, teachers, students, and parents who are seriously concerned and angry about the effects of this controversial policy, Geiger insists not only that the policy is for the best, but also that most of the community stands behind him.

It is one thing for the Superintendent to launch a crusade of restrictive rules on the High School, perhaps as an appeasing response to the outspoken parents from whom he heard early in his term. But to then ignore much of the rest of the school community, violates the Superintendent's own statement in *The Lexingtonian* that he "act[s] on behalf of the parents." He did not say only the most insistent parents, he said "the parents."

What's worse, after speaking with a few small groups of students, Geiger claimed that "most [students] welcome clear limitations" such as those outlined in the drug policy. It's almost beyond belief that Geiger supposes he has the right to speak for the majority of the students based on those few student meetings. He may *wish* most students liked the changes, but all he needs to do is to listen in on one or two cafeteria conversations to hear what many students really think of some of these rules.

Catering to certain disgruntled parents may be the least of Geiger's shortcomings. Ignoring the severe dissatisfaction which exists within the school community and claiming support where he has little in order to appear stronger, do seem to be more serious.

The measure of a school system's success is not the facade of false morale that is being created, nor is it the number of parents who voice complaints. There is something of higher value involved. E-D-U-C.... Perhaps the Superintendent can finish it.

—Tony Castleman

The Mistake of Grade Worship

Too many students come to school each day to bravely inquire of their teachers, "What do we have to know for the test?" Too many teachers only instruct their students in what they must know to pass their tests. Too many parents weigh the importance of grades above all else.

What in the world happened to learning?

When I was in first grade, the focus was on learning. At that time in our lives it was impractical to cram students into a high-stress, high-competition mode. My friends and I would read and reread Greek and Norse myths. The teachers were not peering over our shoulders making sure we secured in our minds a memorized core of knowledge to regurgitate in class. Instead, they focused on cultivating our excitement about the ancient world. They helped us plunge deeper into the Labyrinth of Crete and soar higher with Daedalus toward the sun.

> Grades are not, and never should be thought of as, an end entire unto themselves.

At Lexington High School, I seldom hear the word *learning* from students or from teachers. It seems that students have become more obsessed with slavishly grubbing for high marks than with pursuing an interest. The blame for this student grade assault falls on many fronts.

In Lexington, it is partly because we live in such a college-minded community that many students are conditioned early in their junior and senior high school years to strive and claw towards the coveted "A." They are conditioned by their parents. "I'm dead, I'm dead," a student whines after receiving a "C" on a test. Why? one may ask. "My parents are gonna kill me," they reply fearfully.

This fear is counterproductive to learning. If a student is scared into studying for a test, most likely that student will never pursue that field of study on his or her own time.

Our teachers also feed this blazing fire of counterfeit achievement. Many teachers fool students into believing that good grades in the subject they teach are full measures of success. Success should not be measured by grades alone, but also by interest generated in the subject. Grades are not, and should never be thought of as, an end entire unto themselves.

Students are the most guilty offenders of treating grades as the final achievement. The common excuse is, "I won't get into a good college unless I get good grades." To some extent this line of reasoning is legitimate, but it has become exaggerated. If students maintain this attitude, they will find themselves always performing for some far-off goal, not living for the present.

When more students recognize that grades are merely marks on a paper that should guide them to where they need the most work, more students will learn.

To truly learn, students should have special guidance in areas they particularly enjoy. Almost all students have an interest in a certain field, yet most do not have the motivation to take an independent study. A solution encouraging students to involve themselves further in learning might be an Independent Study program for all students for one quarter of each year.

Students could pick a field of study and have assigned to them a teacher, with whom they would meet once a week. The teacher could suggest and/or assign research projects for the student. At the end of the quarter, students could either write a source-type paper or present an in-depth oral report in the Science Lecture Hall (mandatory for some students to attend).

Beyond new ideas such as the aforementioned, teachers can help by focusing on what each class is interested in. Rushing through the curriculum they are assigned, many teachers now brush over areas that would fascinate the class. Truly learning and understanding what is taught in class, rather than hurrying to memorize formulas in order to "achieve" on tests, should be the essential purpose of school.

The other day a friend of mine said, "It has come to my attention that you can do well in school and not be intelligent, and be intelligent and not do well in school."

Students, teachers, and parents: free yourself from this grade-worshipping folly. School is for learning.

—Jeff Geltman

Grading Policy Inconsistent

What does a grade represent? In reality, does it represent knowledge, effort, or compliance with the rules? It should represent a combination of the three. A parent, peer, or college that reviews a student's transcript regards the student's grades as the total measure of his academic success in school. However, they do not provide that measure.

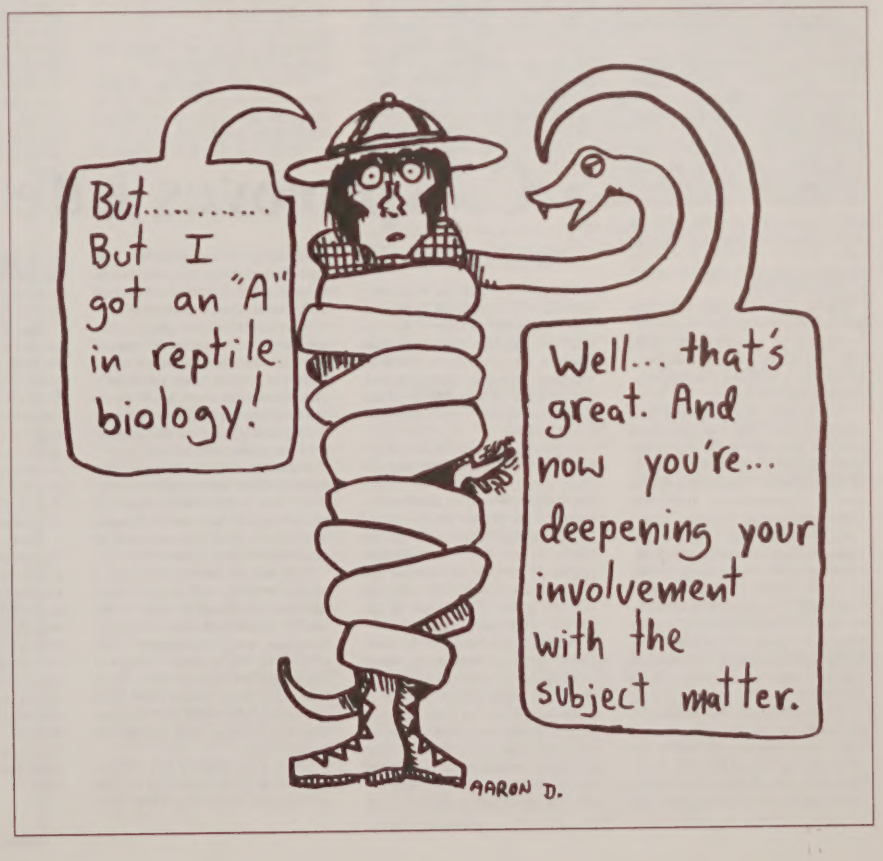
One problem is that each teacher has different grading standards. Some grade purely on test scores, while others consider homework, written assignments, class discussion, attitude, attendence, and effort. In most circumstances, a test shows a student's comprehension of the material, yet there are many hard-working students who are poor test-takers. The grades of these students will be lower in a class in which grades are based solely on tests. In certain classes, a grade may represent a student's attitude, effort, or oral participation, while in others a grade may indicate how well a student can adapt and achieve under a specific teaching style.

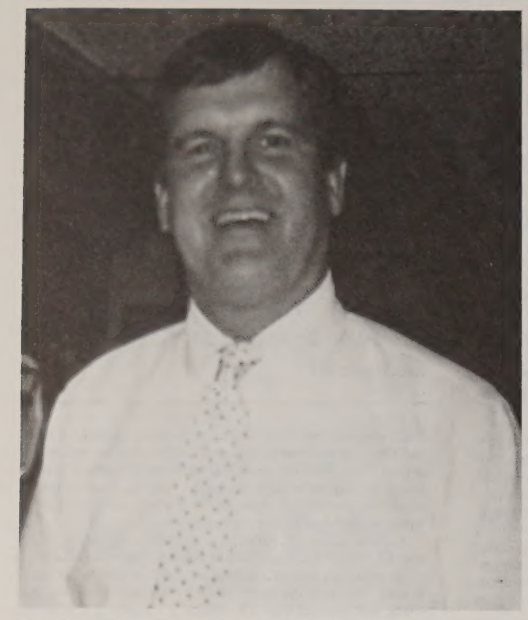
Another factor that affects a grade is the degree of difficulty of the course. While the weighted grade point average does give some basis for comparison between levels, even within the same level, teachers' expectations and demands often differ. Some teachers give more homework and tougher tests, requiring more extensive studying than other teachers. These differences make it unfair to compare the grades received in courses even within the same level.

All these dissimilar standards make the interpretation of grades imperfect. Colleges see the raw grades and do not know whether they are from an easy or tough teacher. It is not unusual for a student to work much harder in a rigorous class in order to earn the same grade as a student who worked less hard in a less demanding class. In this situation the "grade" inadequately reveals the student's true performance in class.

Grades are one dimensional figures that do not establish a fair basis for comparison of students' performances and capabilities. Shouldn't the school unify its grading policy?

—Adam Orenstein


But..... But I got an "A" in reptile biology!
Well... that's great. And now you're... deepening your involvement with the subject matter.
AARON D.



New Coordinator of Guidance, K-12, Peter J. Burke has made communication one of his priorities.

Musket File Photo

New Guidance Coordinator

Calls for Unified Approach in Providing Educational Services

By Jeremy Giller

"The tone of a department sometimes takes the tone of the leader," said Peter J. Burke, Jr., the new Coordinator of Guidance for the Lexington Public Schools. Burke succeeded Dr. Robert S. DeIulio, who retired from public education last June.

"I'm a very enthusiastic, very outgoing type of person," said Burke, "I would hope that enthusiasm rubs off [on the guidance staff]."

In discussing his goals for the High School, Burke said that he hopes to have "teachers, administrators, [and] counselors feel that everybody is going in the same direction relative to providing educational services."

He went on to say, "What I'm going to try to do for the remainder of this year [is] develop a perspective of how these [guidance] services work and hopefully come up with a plan of action to acknowledge what we're doing that's productive right now and what areas we might be able to improve."

Burke stated that he wants the guidance department, under his leadership, "to become more visible, more pro-active with students, [and] to develop a positive working relationship with the staff."

He supports the proposed Life Skills program that was developed over the past few years and which needs School Committee funding to be implemented. Burke said that he has a "commitment from the Superintendent of Schools," and a "very strong impetus from the top," to support implementation this year.

Burke stated, "One thing I want to do is really communicate to everybody — to parents, to students, to staff. [Communicating is] not waiting for students to come to you, but giving the students the idea that, hey, you want to see them. That's my style."

Seven years ago, Burke left the guidance field to pursue a career in higher education administration. He returned to guidance because it was "the one area in my professional career that's given me the most satisfaction up to this point." Burke particularly was interested in Lexington because "of the support for [guidance-related] services in the community [and] the caliber of the community."

Burke, who worked for 13 years as head guidance counselor of the Winthrop Public Schools and served on the Winthrop School Committee, was graduated from St. Anselm's College. During his senior year there, he was a student teacher at a high school in Manchester, N. H.

While at the school, he was made "aware of the guidance and counseling position within a school." He thought it was something he might be interested in because the "one-on-one contact with students, helping them with a variety of issues, really kind of appealed to me."

Student Leaders Visit the High School

By Annika Hipple

On Tuesday, November 8, nearly one hundred students gathered at Lexington High School to participate in the second annual Student Leadership Conference. Students from the, Framingham North, Lincoln-Sudbury, Marblehead, Newton North, Sharon, and Weston high schools met and shared ideas with each other and with LHS student leaders.

The purpose was for student leaders to have an opportunity to discuss the ways in which activities are organized at various schools. Through discussion with people from other towns, student leaders were able to learn how other schools coped with problems that arise. It was hoped that everyone would leave the conference with new ideas for their activities and a better understanding of how groups work.

Among the groups represented were the four Class Councils, organizations such as SAFE, SADD, and AWARE, student publications, Peer Counseling, Performing Arts, School Committee, and Student Council/Senate.

After the registration which took place in G-House cafeteria, the entire group gathered in the Science Lecture Hall to be welcomed by Acting Assistant Principal for Student Activites Larry Robinson, Principal Michael G. Waring, and Superintendent of Schools Philip E. Geiger.

In his welcoming speech, Geiger said, "Being a leader is not always easy. You have to be able to take a lot of pressure."

Following the welcome, Robinson introduced the four LHS seniors who had organized the entire conference: Jennifer Colby, Janet Doherty, Clare O'Leary, and Leslie Singer, who explained the schedule of events.

The day was divided into two sessions, with an hour for lunch. During the first session, which lasted from 10:00 to 11:30, half the students met in a large group to discuss the ballot questions (the conference took place on Election Day) and "group dynamics," while the other half split into small groups to discuss their respective activities and the way they were organized at the various schools. Lasting from 12:30 to 2:00, the second session was the reverse of the first.

According to Doherty, the big group discussion was more effective during the second session, since they summarized more and dealt only with ballot questions three and four, rather than all four as was done in the first session. More time was spent in Session II on discussing how groups work.

The student chairpeople agreed that the conference was successful. Doherty said, "We learned a lot that we couldn't have learned from being told. I came away with a good feeling."

Before leaving LHS, participants in the conference had an opportunity to fill out evaluations of the conference. According to the student chairs, it was apparent who had been in which session's large group.

Both Doherty and Colby said that those who were in the first big group preferred the small group discussions, while those in the second big group found the large group more worthwhile.

Doherty also said that students who participated last year as well as this year preferred having students lead the big group discussion rather than having a guest speaker, as was done last year.

Singer also considered the second session more successful and said, "Students seemed to like the discussion of the internal workings of groups."

However, Colby mentioned that some people said they "felt intimidated that everybody was "trying to analyze each other."

She said, "Next year it ought to be more balanced who speaks, and we have to be realistic in our agenda."

"I came away with a good feeling," said senior Janet Doherty of the Student Leadership Conference. Doherty was one of the four student organizers of the event. *Musket* File Photo

New ZBB Implemented

Continued from page 1

hiding anything, and I think this approach [ZBB] might do it."

"I think Town Meeting will have more confidence in what we're doing because we're going through this process," said Lord.

"[ZBB] has led to a tremendous amount of blue skying — people are going around imagining all sorts of things that they might want," said Schwartz. "Budget packages are coming in way above what could be realistically expected."

She continued, "It's a certain amount of bluff when someone comes in with a budget 25% over...The net result is that people probably do get some things they didn't have before."

"But," Schwartz added, "all these throwaway packages have to be dutifully explained and criticized."

Geiger said he expects ZBB to happen every year, "It gets faster as people better understand what you're doing." However, Zimmerman and Schwartz said they doubted whether ZBB would be necessary or practical next year.

According to Geiger, after a budget hearing, he made reduction (or sometimes addition) recommendations. Then some collective decisions were made by the panel, with the program manager concerned "participat[ing] fully." Geiger termed these initial cuts "non-competative".

On December 16, all program managers and panel members met together for a round of "competative cuts" called a "shoot-out" by Zimmerman.

Geiger said that one objective of the "team approach" is that program managers "do not see themselves" as only interested in their own departments, and "under[stand] that what we spent in math impacted what we spent in reading [and] in sports."

"Basically...we're all in this to try to make the best educational system and it's not just a selfish kind of approach," he said.

Geiger said he will make the final reduction decisions himself. The School Committee must approve the budget before it is presented to Town Meeting in the spring.

S.C. Approves Life Skills

Continued from page 1

The course would be mandatory although if a student's parents object to certain portions of the program for religious or philosophical reasons, an alternative could be arranged. However, Fruscione said, "It certainly is going to be much more mandatory" than previous health courses.

O'Leary said, "I think that if it's taught by the right people, and it's done right, it would be really fun...and informative, and something that everyone really should have. It would be things that people wanted to talk about" with teachers present to provide information and facilitate discussion. She said that concern about AIDS "sped up the process" of planning a class.

Fruscione also stressed the interactive nature of the program, which is somewhat different from the middle school health course.

He said that the program was important because "there is a sense out there, there is a feeling that there are topics around — sexuality and health and whatever — that are survival topics just as much as math and reading...Our grandparents may have died of things that they had no control over, but we're dying of things we do have control over."

Fruscione's ultimate goals for the program are to gain an acceptance for Life Skills education as an important subject in school, to generate discussion about health issues and make people willing to get help if they need it, and to actually cut down on some problems.

Sophomore Winnie Liang did not agree that the course will be valuable. She took a similar course at her former school, and even then she "felt like I already knew most of it...I don't think it's necessary."

This will not be the first time a subject dealing with health issues has been introduced at LHS. In the 1960's, a program about "Human Relations and Development" was offered, as was another short-lived course earlier this decade. Since then, Life Skills issues have been presented informally by teachers who felt comfortable discussing them in class.

There have been a few efforts made, such as discussion of suicide in freshman classes and a brief program on AIDS during gym class periods, both last year, but there has been no comprehensive program for several years.

Last year, a committee of concerned students and teachers was formed at the High School and chaired by Robert S. DeIulio, then Coordinator of Guidance. This committee, O'Leary said, "had put together a rationale for a program...a list of things that we wanted taught, [and] a request for a pilot project." The School Committee denied the request, and the committee disbanded.

This year two Life Skills Committees have been working on a Life Skills proposal. The Oversight Committee, composed of community members such as doctors, legislators, clergy, and police, has an advisory role. The Steering Committee, composed of students, teachers, parents, Zimmerman, and chaired by Acting Assistant Superintendent for Secondary Education David A. Wilson, is responsible, said Fruscione, "for getting some action done [and for] getting the work done."

Minutemen Are League Champs

By Toby Romero

Over 5000 fans arrived at Dr. Harold J. Crumb Memorial Field on Thanksgiving to watch the senior members of the football team compete in their final, and as it turned out, championship game. The field conditions were very poor as the players compared the field to "concrete" and "sheer ice." Hence, the fans were treated to a defensive struggle which saw Lexington triumphant in the end by a 7-0 margin.

After an early Lexington fumble, Burlington took over and began to nudge its way through the Lexington defense. Using an unbalanced line, Burlington cranked out a semi-impressive drive to the Lexington 20-yard line. It looked as if the Minutemen would be scored upon first for only the third time in ten games; however, the combination of Jeff Wood's sack on third down and Lloyd Mumford's heated pressure on fourth down saved the Minutemen from such a fate. Lexington received the ball in the second quarter after scoreless drives by each team in the first quarter.

Lexington then showcased what made them the best rushing team in the league, compliments of the Tony Callis anchored front line, when they ground out a 12 play, 58 yard drive. The drive was capped off by an eight-yard explosion by Tony Davis behind Callis and Wood. Matt Mosca, perhaps the best kicker in Eastern Mass football, added the extra-point giving Lexington seven points, all the Minutemen would need in this defensive war.

A Preston McNeil interception with 2:51 left in the fourth quarter sealed both the victory and the League Championship for Lexington. This was a fitting end to the game as it was the "Torture Chamber" of cornerbacks McNeil and Mark Theriault along with safeties Gregg Suffredini and Mumford that repeatedly saved games for the Minutemen throughout the season.

Mosca suffered ligament damage to his left knee and was forced to leave the game. Nevertheless, he will be back next year playing for either Lehigh, Columbia, Tufts or Fordham.

This championship for Lexington marks the first one it has had since 1985. The Minutemen's 8-2 season has brought Coach Bill Tighe's five year record to an amazing 42-9. This is second only to Brockton, whose student body numbers 5000, thus emphasizing what a good job Tighe has done.

The game also marks the last time 24 players will ever don the blue and gold. Besides the aforementioned players, graduating from the team will be Joe Angelo, Christos Economopoulos, Scott Hurley, Frank Staples, Mark Suffredini, George Lang, Greg Limerick, Stan Reiss, Chris Grace, Jim Galloway, Tyrone White, Tony Moore, Jon Skinner, Kevin Marquis, Toby Romero and Chris Spence.

Eight seniors were fortunate enough to earn special mention. Captain Tony Davis, far and away the best player in the league, has been named Boston Globe All-Scholastic. Davis, Mosca, and Captains Wood, Mumford and Callis were named All-League. Gregg Suffredini and McNeil received honorable mention.

The Minutemen have a lot to look forward to next year after successful sophomore and junior varsity 1988 seasons. Although Coach Tighe is downplaying his chances, you can be sure that when September next rolls around, he will be eying another Middlesex League Championship.

A Burlington opponent tries to elude the Lexington's Minuteman's tackle in the teams' annual Thanksgiving Day Football game.

Photo by Dan Seligson

Depth an Asset This Year for Girls' Indoor Track

By Amy Marx

The upcoming indoor track season looks especially bright for the girls' track team as this year's team boasts quantity in addition to quality. The team's roster lists over thirty athletes due to an unprecedented number of freshmen who have joined the solid base of experienced runners. With this added depth, the defending Middlesex League Champion optimistically looks forward to a successful season.

The team returns with a large number of athletes from last year's championship team. The team will be led by senior co-captains Michelle Sheehy and Leslie Singer. As the team's top high-jumper, Sheehy is also venturing into the hurdle event. Singer, one of the state's top sprinters, looks promising in the 45 and 300 yard events.

Senior Tricia Alfred is returning for what is hoped to be another record breaking season in the dash and the 300-yard run. Further strengthening Lexington's sprinting is sophomore Sarah Hutchinson, whose determination can only lead to success in the 300.

Lexington will not be denied in the hurdles as it has three returning, experienced hurdlers. Junior Amy Marx hopes to continue her winning efforts while senior Kirsten Kramer and sophomore Jenny Lang will provide their consistent support in the event.

Much of this year's strength will be provided by the expanding distance crew. Leading the 1000-yard run is sophomore Jay Hartshorn as Angela and Concetta Marino will provide consistent and dependable performances in the 1000 and the mile.

A large portion of the cross-country squad has come out for the indoor track team, and the ever-improving foursome of Maria Berger, Agnieszka Reiss, Kristen Burge and Sarah Lippert will comprise Lexington's distance events.

The shot-put will also be an area of strength and depth for Lexington. Melanie Stephens, Christie McQueen, Nicole Flint and Christine Bailen will be throwing for Lexington.

The defending state champion mile-relay team returns in its entirety. Sheehy, Singer, Hartshorn and Altred are tuned for a record breaking season.

The team presently boasts many promising freshmen whose talents will surface in the upcoming meets. With the season's start right around the corner, Lexington shows great promise to be on top of the Middlesex League.

LHS Cheerleaders perform for those attending the Pep Rally that took place on November 23, the Wednesday before Thanksgiving **See related story on page 2.**

Photo by Andrea Fisher

Season Review

Continued from page 8

points and winning the meet by five points over the eventual State Champion Chelmsford. Lexington runners in order of their finish were Matt Simon, John Raach, Ed Single, Ted Fitzpatrick and Dwight Holmes.

At the State meet the team faltered, hampered by sickness and injury. Nevertheless, the team finished fourth, their strongest recent finish in the states. Simon received postseason honors as he was voted to both the Boston Globe and the Boston Herald All-Scholastic Cross Country teams. Simon was awarded the honor after he finished sixth in the Eastern Mass meet and 9th in the All-State meet. League All-Star awards went out to Simon, Holmes, Single, Raach, and Fitzpatrick.

GIRLS' SOCCER

The girls' soccer team finished the season at 8-6-4, narrowly missing qualification for the State tournament. Senior Sharon Glick and junior Shelli Adamian received first team All-League honors as the senior tallied 10 goals, 4 assists and the junior compiled 16 goals, 7 assists.

Senior stopper Caryn Suffredini received second team honors and Jay Hartshorn received honorable mention.

GIRLS' SWIMMING

The Girls' Swim team enjoyed a fine season as they finished second in the Middlesex League with their 8-1 record and sixth at the State Sectionals.

Leading the Minutemaids all season long was Becky Jaffe who finished 7th in the State 200-yard freestyle in a time of 2:04. Earlier, Jaffe finished first in the 100-yard free at sectionals.

Diver Rachel Saks proved to be a force as she finished fifth at the sectionals and ninth at the State meet. She was pursued closely by sophomore Leslie Katz who came in sixth at the sectionals.

Marya Hynes (fourth, 100 breast stroke, 1:14.76), Susie Vitiello, Kara Concannon and Michelle Sheehy all qualified for the State meet but could not find similar success.

Middlesex League All-Star honors were given to Jaffe, Concannon, Saks, Hynes, Vitiello and Maureen Leahy.

GOLF

Jason Kissell was voted Middlesex League MVP in the sport of golf this past season. Honorable Mention went out to the team's #2 player David Galehouse, who is only a sophomore.

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The Minutemen hope that senior Lloyd Mumford can lead them on to victory this year. After an initial win over Stoneham, the Minutemen lost to Melrose, 64-49. *Musket* File Photo

High Hopes for Hoops

By Sarah Estow

As this year's edition of the Lexington High School boys' basketball team gears up for its season, the team's coach, Bob Farias, reflected on the season to come during a recent interview.

Clearly, the backbone of the Minutemen is its team captains, Tony Davis and Lloyd Mumford. A standout both on the football field and the basketball court, the 6'1" Davis is what Farias called, "the most physically gifted athlete we've ever had." Farias went on to say that the combination of Davis' brute strength, speed, and quickness is one that LHS has never had before.

Mumford (who, by the way, is headed for Villanova) is, in Farias' opinion, "the best player in the state." Enough said.

Farias stated, "One of the things we have to our advantage is that we have people other teams have never heard of." This hidden talent includes seniors Brian Sheehan, who did not play last year due to a shoulder injury, David Hadley, who would have played varsity last year had it not been for a severely turned ankle and Matt Merrill, who Farias called a "very good athlete." Key juniors include the 6'3" Jon Berg and Billy Brincklow, who had a very good J.V. season last year.

Due to the number of solid players on the team, Farias believes its main strength is depth. Last year, the team was weakened by the several injuries; this year, it isn't expected to be a problem.

"This year, if a David Hadley went down at 6'5", [junior] Jeff Kvaal could get in at 6'6", and give us some size," Farias said.

While the teams of the past several years have been dominated by seniors who have played together and knew each other well, this year's team is an exception. This lack of having played together as a unit is Farias' main concern.

"We may have some sophomores playing with the juniors and seniors, and they've never played together. This year we're going to have to have them coalesce into one unit...It's something I'm looking forward to," he said.

While this year's team is generally taller than last year's, Farias has no intention of changing his style of play, which is characterized by pressure defense and quickness. According to the coach, "We've been playing this style of basketball for two decades, going on three decades, and we're going to continue until somebody proves that it's not the best way to play."

As far as predictions are concerned, Farias expects that his team will win the Middlesex League title, despite the fact that it is rougher than last year. The difference between last year's average Lexington score of 82 points and the opponent's average of 53 points is a feat Farias believes will not be duplicated this year. Melrose and Belmont, according to the coach, will pose the most danger to the Minutemen.

"People are getting tired of our winning the league. This will be the sixth year in a row, and believe me, people are putting every effort into beating us," he said.

When discussing this year's team as a whole, Farias said, "I think that this is a team that the High School is going to like. I think the kids are hustling. I think they are doing the job in the classroom. I think they are going to represent the school well...They've worked very, very hard during practice. It seems to me that they have a sense of purpose."

Boys' Tracksters Look to Reading

By Tony Castleman
and Jason Kissell

If the Lexington Minutemen are to break Reading's long streak of Middlesex League indoor track championships, this seems to be the year for it. Supplementing the many talented returning veterans, several enthusiastic newcomers add to the team's depth.

As Coach Bud Reed told his team, "We have got to plan for the Reading meet. It is our most important meet and if we win the, league title is at hand."

Undoubtedly, the brightest spark within the Lexington team is the distance crew. Coming off an extremely successful cross-country season, this group of talented athletes hopes to continue its dominance over the Middlesex League. Led by cross-country Globe All-Scholastic Matt Simon, a senior, the crew possesses such forces as Middlesex League All-Star Dwight Holmes, also a senior. Other experienced distance runners include senior Jason Kissell and sophomore Yeh-Jiun Tung.

A crop of younger runners not only help the team now, but indicate that Lexington's track future, at least in the distance events, will continue to be powerful. Sophomores Ted Fitzpatrick and Ed Single earned All-Star honors during the cross-country season and hope to continue their success. Junior John Raach was also a league All-Star and should be a source of strength for the distance squad.

One of the more pleasant results of having such a deep distance team is their versatility. Since most of them can run the 1-mile and the 2-mile with equal strength, Coach Reed can mix them up for each meet however he feels they will be most effective.

The middle-distance events, the 600-yard run and the 1000-yard run, are also strongly represented by the Minutemen. The veterans in these events are seniors Jon Singh and Yeh-Kai Tung, and junior Nick Nebolsine. Seniors Brian O'Connor and Andrew Ojamaa, two athletes with no previous track experience, have shown remarkable potential in middle distance running and will be forces to contend with.

In the sprinting events, senior Paul Warner is the returning veteran in the 300-yard run, while junior Scott Houghton shows much promise in the event. Seniors Tony Castleman and Vin Luzzo and sophomore Ken Richards return in the 45-yard dash. Frank Staples and Darryl Shanks appear to be talented sprinters, despite having no previous indoor experience.

Three seasoned veterans and one promising freshman comprise the Lexington hurdlers. Seniors Mike Grynberg and David Wei and junior Joey Wong are joined by Bing Chou in battling opposing hurdlers.

Lexington's high jump talent is made up of Doug Wilson. A gifted athlete, the senior looks to remain as the league's top jumper. This is one event, though, in which depth could be problem.

Five veteran Minutemen are shot-putters: Seniors Jeff Wood, Ron Aghababian, Dan Seligson, George Lang and Jared Entin. They hope to utilize the new practice area, improving their distances.

Possessing such a broad range of athletes bodes well for the Minutemen in the coming season. But, in the words of Coach Reed, "Reading is the meet of the year."

Seniors Andrew Ojamaa and Mike Liederman watch as teammate Jonah Schiller, also a senior, heads the ball toward the Beverly goal. Lexington won the game, 1-0, in a shootout. As a result, the Minutemen were the Division North Champion. Lexington lost its final game, 1-0, to the eventual Division 1 State Champion, Silver Lake.

Photo by Nick Nebolsine

Fall Sports Recapitulated

By Jason Kissell

BOYS' SOCCER

"We more or less came together at the end of the season," said Tri-Captain Brian O'Connor. "Everybody on the team had the feeling that something good was going to happen every time we set foot on the field."

This is how one player described the 1988 boys' soccer season and the incredible soccer spirit that swept through LHS this past fall. The "something good" that happened was four State tournament wins, resulting in the Division 1 North Championship.

The team advanced to the Eastern Mass finals but lost 1-0 to the eventual state champion, Silver Lake. "It just wasn't meant to be," commented O'Connor of the Silver Lake game. "It was like we were destined to lose that game."

After finishing the regular season with a 11-5-2 record, the team started the tournament against Chelmsford, whom it beat 1-0 on a Jon Sidman goal assisted by David Schaye. The team next came up against league rival Wakefield. After both teams failed to score in six overtime periods, Lexington clinched the victory, 4-3, in a shootout. Junior Peter Baty scored the game winner for the Minutemen.

It was Jonah Schiller Day against St. John's Prep of Danvers as the Lexington senior netted three goals for a hat-trick, helping the team to a 3-1 victory. Next, in the Division 1 North final against Beverly, the game again had to be settled by a shootout. Freshman goalie Ethan Zohn played superbly as he blocked three Beverly penalty kicks to secure the Lexington victory.

In the loss to Silver Lake, the Minutemen were severely outshot in the first half. About 15 minutes into the half, Silver Lake's left wing netted the ball, only the second goal of the tournament against Zohn. This goal proved to be crucial as Lexington could not put the ball in the net, despite outplaying its opponent throughout the second half.

League All-Star honors went out to O'Connor, Schiller, and Andrew Ojamaa. Ojamaa was also named to the Eastern Mass All-Star Team for his stellar play all season at stopper. Coach Robert Hartshorn was voted Division 1 Coach of the Year as a result of his leading the Minutemen to one of their finest seasons ever.

CROSS COUNTRY

The Boys' Cross Country team had one of their most successful seasons ever. After plowing through the league with an undefeated record of 9-0, the Harriers went into the Eastern Mass meet full of confidence. This positive attitude paid off as the Minutemen placed five runners near the front, compiling 87

Continued on page 7

The Role of a Good Coach

By Kristin Lieb

With so many students at the High School participating in organized sports, coaches have a significant impact on both the athletic and intellectual growth of many individuals. While a simple formula cannot be constructed, common traits, such as reinforcement, support, caring, and explanation, are all key factors in describing the priorities of successful coaches.

Rewarding for effort as well as for skill is a universal trait of good coaches. Positive reinforcement for a full effort, regardless of results, is clearly the most effective way of motivating athletes. Coaches who utilize this method provide inspiration to and instill confidence in their players, important elements in sports as well as in life. Good coaches understand that humiliation is not an acceptable motivating technique, and are as happy about the improvement of the least skilled player on the team as they are about improvement in the best player.

Enthusiasm and caring are also essential characteristics for any good coach to possess. If a coach is excited about his sport, the players, in turn, are likely to become excited. If, however, the coach shows no enthusiasm or support, athletes are prone to accept mediocrity rather than to strive to be the best that they can be.

In the context of the games themselves, good coaches coach rather than watch their players play. They know the sport and can explain its intricacies to their players. Good coaches emphasize the value of competition. While stressing that the outcome of the game is important, they understand that in the final analysis these games are merely games — not matters of life and death.

By providing assurance that effort will pay off in the long run, good coaches can make any tedious drill worthwhile. Tedious drills seem meaningless to athletes if no explanations are given. Successful coaches communicate their goals and objectives clearly, leaving no doubt as to what is expected. At times, such coaches can give their teams messages without ever saying a word.

Rarely are genuinely good coaches found, but having an experience with even one in a lifetime can positively influence a person's life in many ways. Much of what students learn about life comes from respected adult role models. If coaches earn respect and use their power correctly, their athletes learn about much more than simply the sport with which they are involved — they learn about life.